DOCUMENT RESUME

ED 083 999 LI 004 538

TITLE	Plan for Progress in the Media Center; 7-12.
INSTITUTION	Iowa State Dept. of Public Instruction, Des Moines.
PUB DATE	70
NOTE	32p.; (55 references)
AVAILABLE FROM	Publications Section, Dept. of Public Instruction, Grimes State Office Building, Des Moines, IA 50319 ($.50)
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Budgets; Guidelines; *Instructional Materials Centers; *Instructional Media; Library Collections; Library Facilities; Media Technology; *School Libraries; Secondary Schools; Staff Role

ABSTRACT

This handbook has been prepared by a committee composed of administrators and media specialists under the direction of the Department of Public Instruction. Its purpose is to establish guidelines for media centers in the secondary schools of Iowa. Most secondary schools in Iowa now have traditional libraries. This handbook provides guidelines for transition to the newer media center approach with a broad and unified program of services and resources, including both audiovisual and printed materials. The following areas are discussed: staff, quarters and facilities, materials collection, professional collection, equipment, furnishings, and budgets. (Author/SJ)

Plan for Progress
. . . in the media center

7-12

ED 083999

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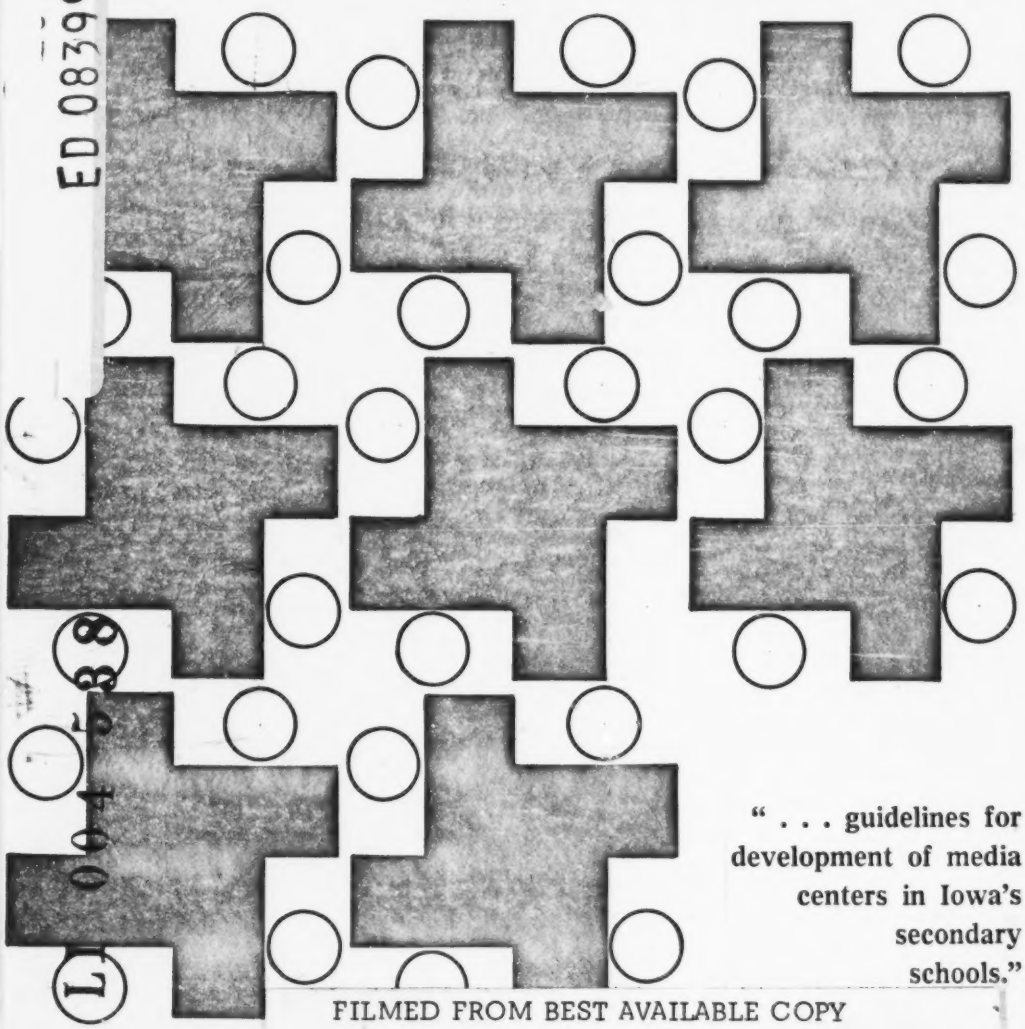

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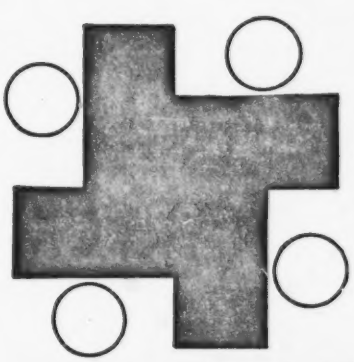

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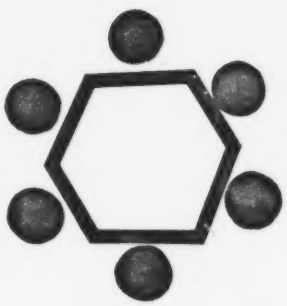

Preface

This handbook has been prepared by a committee composed of administrators and media specialists under the direction of the Department of Public Instruction. Its purpose is to establish guidelines for media centers in the secondary schools of Iowa. It reinforces the philosophy established by the committee members (*) who prepared a similar handbook for elementary schools in 1969.

Most secondary schools in Iowa now have traditional libraries. This handbook provides guidelines for transition to the newer media center approach with a broad and unified program of services and resources, including both audiovisual and printed materials. It is recommended that each school purchase a copy of *Standards for School Media Programs,* prepared jointly by the American Association of School Librarians and the Department of Audiovisual Instruction of the National Education Association, for further assistance in this area.

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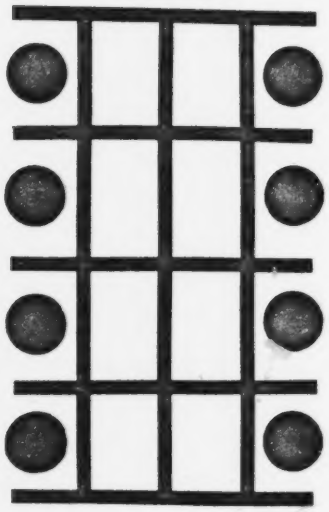

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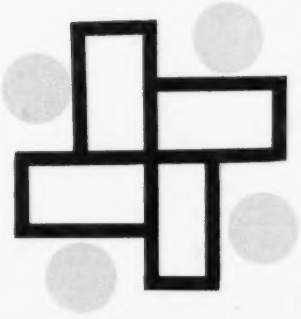
Introduction

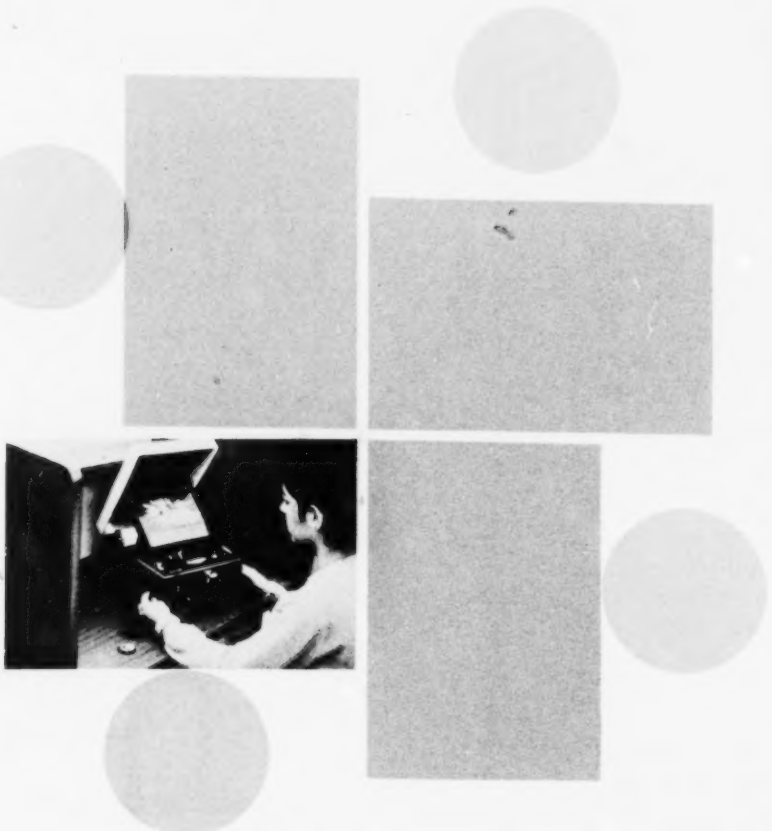
"The traditional library must advance to the broader concept of the *media center.*"

Today educational philosophy recognizes an educated individual as one who has learned how to learn—to think and to use methods of disciplined inquiry in examining and exploring ideas—as opposed to one who has memorized facts. To meet the need implied in this philosophy, instructional methods within a curriculum will, of necessity, stress individual learning and independent study. Immediately available to each student must be forms of media—materials and equipment—to fit all levels and types of abilities. Simultaneously with the advent of the various media must come leadership in their selection and optimum use.

Iowa high schools find themselves, their facilities, and their media programs in a state of transition. The traditional library must advance to the broader concept of the *media center*. Here resources and services will fuse into a program emphasizing effective and individual student development. The media staff will help guide each student in his learning activities, and support his teacher in the design and use of innovative methods.

To assist in making such a transition with ease, this handbook offers guidelines stated in three phases. Since Iowa secondary schools are predominantly in or above Phase I, it is recommended that not over two years be planned for the achievement of Phase II and not over three additional years be planned for reaching Phase III.





serves students by:

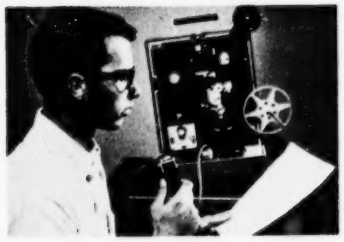
- Establishing an environment for learning
- Maintaining a wide selection of media* at different levels of ability and interest
- Organizing materials for quick, easy accessibility
- Providing efficient areas for individual and group study
- Contributing to the development of skills in reading, viewing, listening, evaluation, and communication
- Providing guidance in selection and use of appropriate media
- Assisting in production of special materials
- Providing opportunities for independent or self-directed learning

*Print and non-print materials, including books, magazines, filmstrips, records, tapes, films, pictures, programmed instruction, educational games, and other learning materials.

serves teachers by:

- Cataloging all instructional media that are available in the building
- Providing a professional library
- Assisting in selection and accumulation of materials to support learning objectives
- Assisting in the planning and production of various learning materials
- Providing information on available outside resources
- Aiding in correlation of unit materials and activities
- Providing information on new materials and techniques
- Providing inservice training, including methods of using and evaluating materials and techniques
- Providing examination and previewing facilities
- Scheduling materials and equipment for maximum use

The Media Center . . .



serves administrators by:

- Making recommendations for the purchase of media
- Maintaining inventory and maintenance records of all media
- Providing inservice training
- Avoiding needless duplication of learning materials
- Providing a central collection of statistical data, area facts, buying guides, and other pertinent information
- Relating to the other media centers and supportive agencies in the district or area
- Maintaining circulation - utilization records
- Providing central distribution of media
- Supporting the total school curriculum
- Providing continuous orientation to new ideas
- Participating in the planning and development of buildings and classrooms for effective learning
- Providing a centralized area for production of instructional materials

Staff

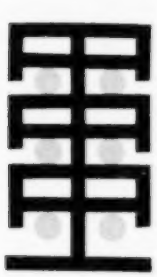
"The professional person initiates services which change a room full of materials into a well-functioning center of learning."

An adequate, qualified staff is necessary if a media center is to become an integral part of the school. The staff should include both professional and supportive personnel. A job description should be written to define the details of each position in every school district.

Professional Staff

The professional person is one of the most vital components of a media center. He initiates the services which change a room full of materials into a well-functioning center for learning. He provides guidance in the selection of materials to be used and purchased; organizes the materials, equipment, and space for maximum use; provides instruction in the use of the center and its contents; aids teachers in planning and preparing materials for their individual class use; serves on curriculum and textbook committees as a materials specialist; and helps organize inservice training for teachers. He enjoys working with students and is capable of working with a wide variety of adults.

The first professional staff member should be a media generalist trained in both the library and the audiovisual fields,



having the same general educational background as other teachers. He should be certificated by the Department of Public Instruction.

When additional professional persons are added to the staff, their training and background should strengthen and complement the first professional's training and background. One of the professionals should be designated as head of the center.

Supportive Staff

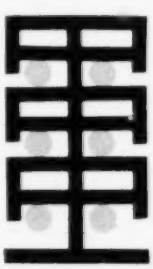
Non-certificated personnel free the professional staff from clerical tasks and may provide specialized supportive services. Two broad classifications of supportive personnel are *media aides* and *technicians*.

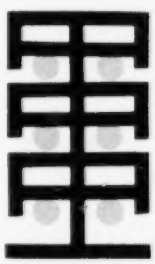
Media aides can perform the following tasks:

1. Typing
2. Keeping records
3. Sending notices
4. Opening mail
5. Handling office circulation routines
6. Reading shelves
7. Shelving and filing materials
8. Inspecting and repairing films
9. Mounting pictures and transparencies
10. Maintaining appearance of center
11. Repairing minor damage to print materials

The training of a media aide is done primarily on the job, but office experience and typing skill are prerequisites.

Technicians are supportive personnel who have special training in the fields of graphics, information and materials processing, television, photography, and equipment repair. The services to be offered by the media center will determine the type of technicians needed.





Phase I	Phase II	Phase III
1-499 pupils - 1 professional person	1-399 pupils - 1 professional person	1-249 pupils - 1 professional person
1 additional professional person for each additional 500 pupils or major fraction thereof	1 additional professional person for each additional 400 pupils or major fraction thereof	1 additional professional person for each additional 250 pupils or major fraction thereof

Professional personnel must have teaching certificates with appropriate endorsement.

Head professional should have a master's degree in an appropriate media field.

School districts with several attendance centers may find it advantageous to employ a media center coordinator for the district.

It is recommended that two non-certificated personnel be employed for each professional person.

Quarters and Facilities

"... a wide variety of activities will take place in the media center ..."

The location of the media center will vary according to existing facilities. It should be as centrally located as possible to provide maximum accessibility to students and teachers, but the inclusion of all components of the media program in the central location or even adjacent to the media center may not be possible. A central facility does not preclude the possibility of satellite centers or other arrangements for decentralization within the building. Whether the media center is in an existing building or planned in a new structure, consideration should be given to future expansion as the enrollment and program may demand. It is recommended that professional media consultative services be obtained from a college or university, the Department of Public Instruction, or exemplary school systems before educational specifications are submitted to an architect.

The media center should be an attractive facility which students and teachers enjoy using. Since a wide variety of activities will take place in a media center, several areas should be kept in mind:

1. Study area to include space for browsing, listening, and viewing by individuals, small groups, and large groups (allow 40 sq. ft. per student)
2. Office area for professional personnel
3. Central work area for cataloging and processing new materials and for maintaining present materials and equipment
4. Central production area to accommodate materials and equipment needed for production of instructional materials
5. Faculty area including professional collection and conference facilities
6. Storage area with space for shelving all media

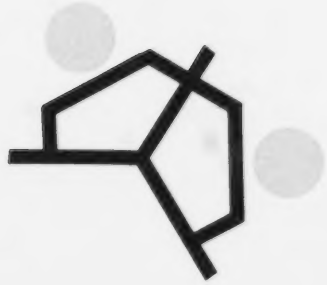
School districts with several attendance centers may find it advantageous to provide certain services from a central location.

The electrical system should be designed to provide effective lighting in each activity area, adequate light control for many types of viewing activities, and an adequate number of electrical outlets in all areas. At least one telephone outlet should be located in the office area. Light switches, electrical outlets, fire extinguishers, telephones, and thermostats should be located so as not to take up space needed for shelving or storage. Movable shelving permits flexibility in arrangement and allows the floor space to be used in a variety of ways. The floor and ceiling should be acoustically treated for noise control.

Phase I

A central catalog of all media

Existing space, remodeled quarters, or new facilities to meet the needs of the materials collection and services in a media program, preferably with space to seat the largest class plus 10



Phase II

Space to seat 8 percent of the school enrollment, but not less than 40 students, in the reading area

Adequate space to house and store media

Office and workroom

Previewing and listening area

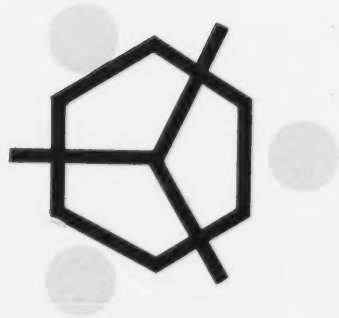
Individual viewing and listening stations

Conference rooms

Production area

Professional collection area

Provisions for expansion

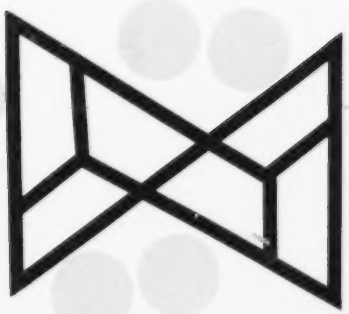


Phase III

Quarters expanded to provide a program of superior service as set forth in the joint American Association of School Librarians and Department of Audiovisual Instruction's *Standards for School Media Programs*

Materials Collection

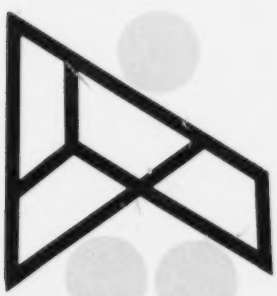
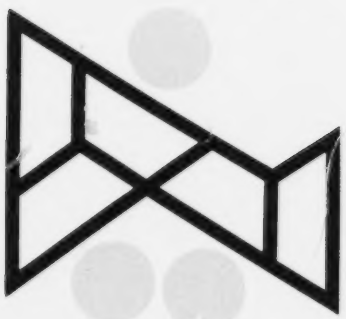
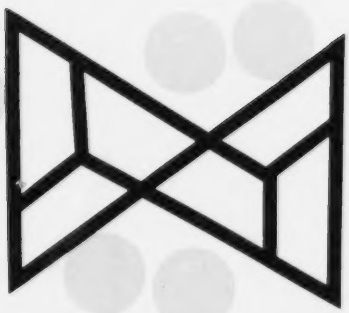
A balanced, up-to-date collection of materials is essential to a media center even in its beginning stage. These materials should be carefully selected by a media professional working closely with teachers and consulting authoritative selection aids to determine the quality of the materials. The collection should be tailored to the needs of the students and to the curriculum of each school. Constant evaluation of materials by all users will result in a highly effective and qualitative collection.



Phase I Phase II Phase III

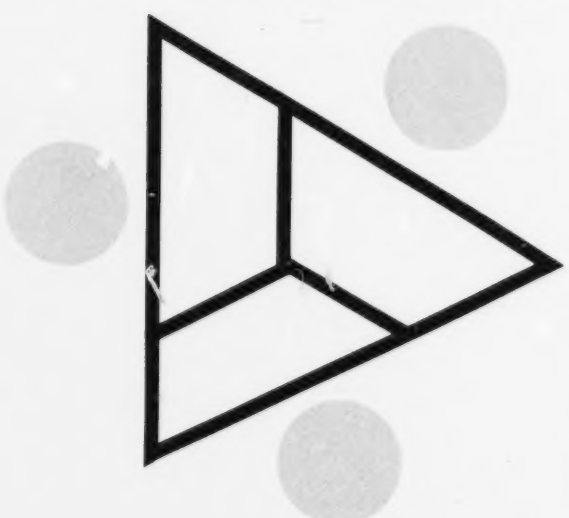
Books	At least 8,000 volumes representing 7,000 titles or 12 books per pupil, whichever is greater	9,000 volumes representing 8,000 titles or 15 books per pupil, whichever is greater; duplicates as needed to support school curriculum and supply student interests	10,000 volumes representing at least 9,000 titles or 20 volumes per pupil, whichever is greater; duplicates as needed to support school curriculum and supply student interests
Magazines	Jr. High 75 titles Sr. High 100 - 125 titles	Jr. High 75 - 100 titles Sr. High 125 - 150 titles	Jr. High 100 - 125 titles Sr. High 150 - 175 titles
	Unabridged Reader's Guide recommended; other necessary magazine indexes and duplication of titles and indexes as required		
Newspapers	6 titles	6 - 10 titles	10 titles At least one local, one state, and one national newspaper to be represented in the collection
Vertical file material (Pamphlets, clippings, pictures, and miscellaneous materials)	Pamphlets, government documents, catalogs of colleges and technical schools, vocational information, clippings, pictures, and other materials appropriate to the curriculum and student interests		
16mm films	Ready access to a minimum of 3,000 titles supplemented by duplicates and rentals		

	Phase I	Phase II	Phase III
Filmstrips	500 titles or 1 per pupil, whichever is greater	750 titles, representing 1,000 prints or 2 prints per pupil, whichever is greater	1,000 titles, representing 1,500 prints or 3 prints per pupil, whichever is greater
Recordings (Discs and Tapes)	1,000 titles or 2 per pupil, whichever is greater	1,500 titles or 4 per pupil, whichever is greater, duplicates as needed to support school curriculum and supply student interests	2,000 titles or 6 per pupil, whichever is greater; duplicates as needed to support school curriculum and supply student interests
8mm films (Single concept or regular length)	Adequate to support the learning objectives of the individual school		1½ films per student, with at least 500 titles, supplemented by duplicates
Globes	At least 1 globe per 5 teaching stations and 2 in the media center; in addition, special globes to be available in the media center		
Maps	1 map for each region studied and special maps (economic, weather, political, historical, and others) for each area studied; duplicate maps available for each class section requiring maps at the same time, the number of duplicates to be determined by sections of students and the availability of maps on transparencies and filmstrips; wall maps for teaching stations		
Transparencies	1,000 prepared transparencies, plus a selection of subject matter masters	1,500 prepared transparencies, plus a selection of subject matter masters	2,000 prepared transparencies, plus a selection of subject matter masters

	Phase I	Phase II	Phase III
Slides (All sizes of slides)	2,000 professionally prepared slides	3,000 professionally prepared slides	5,000 professionally prepared slides
Art prints (Reproduced in color or art works)	300; duplicates as needed	500; duplicates as needed	1,000; duplicates as needed
Replicas, art objects, models, edu-educational games, kits, realia, dioramas, programmed instruction, video tape	Because of the nature of certain media forms and the evolving or transitional development of others, quantitative recommendations cannot be given. Nevertheless, these materials make a unique contribution to the instructional program and provide resources for the academic needs and general interests of students. An abundant number should be available in the media center		
Microfilm	To be purchased as available on topics in the curriculum; all periodical subscriptions indexed in Reader's Guide and newspaper files to be obtained as needed for reference		

Professional Collection



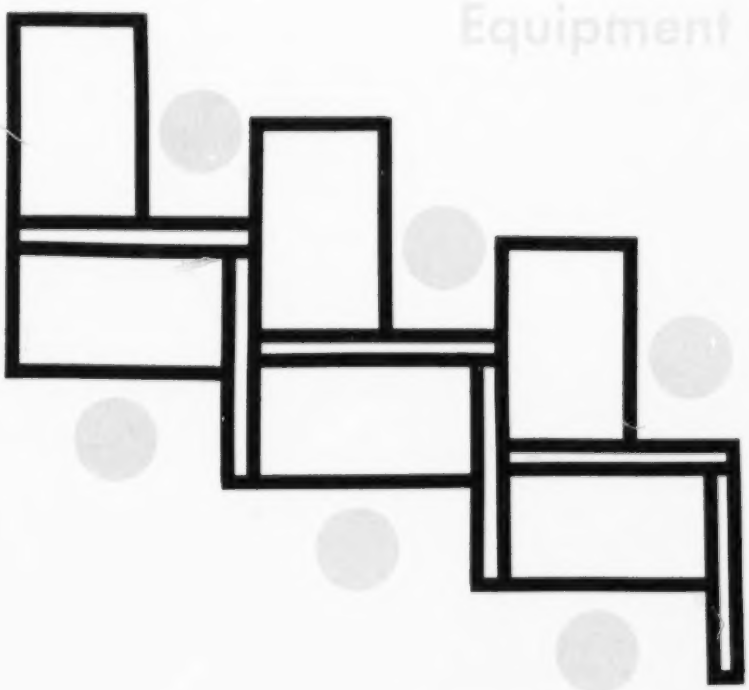
A professional library is a necessity. A central collection of print and non-print materials should be housed in each building and be easily accessible to all staff members. The building collection should emphasize current materials and basic reference tools while the district collection would contain such items as examination copies of textbooks and specialized materials in various fields of education.

Materials to include in a building professional collection:

- Professional books and magazines
- Courses of study and curriculum guides
- Community resources guides
- Textbooks and teachers' manuals for basic and supplementary materials used within the system
- Films, filmstrips, recordings, and other non-print materials
- Pamphlets
- Information and announcements of workshops, college courses, institutes, etc., for continuing education
- Professional organizations' newsletters, meeting announcements, and miscellaneous releases
- Government documents

An annual budgetary allocation will provide for an adequate collection and for keeping it up to date. Faculty members should be consulted for recommendations of materials to include.

Phase I	Phase II	Phase III
200 - 600 books (titles)	600 - 1,000 books (titles)	1,000 books (titles) and more as needed
10 - 29 periodicals	30 - 49 periodicals	50 or more periodicals
Audiovisual materials, pamphlets, etc., as needed	Audiovisual materials, pamphlets, etc., as needed	Audiovisual materials, pamphlets, etc., as needed

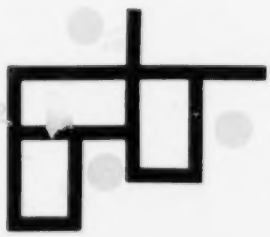


Several factors such as central distribution, the number of floors in a building, an elevator in multi-level buildings and closed-circuit devices, may affect the amount of audiovisual equipment needed by a school. Compatibility with available materials and between devices used in combination with each other is desirable. Standardization of certain items will reduce supply and maintenance problems and simplify training in equipment operation. Accessibility of equipment affects its use.

In the case of closed-circuit devices, plans must be made so that the individual classroom will receive the service it needs at the appropriate time. Iowa schools may add flexibility to the state educational television network by taping these and other programs off the air and playing them back when desired.

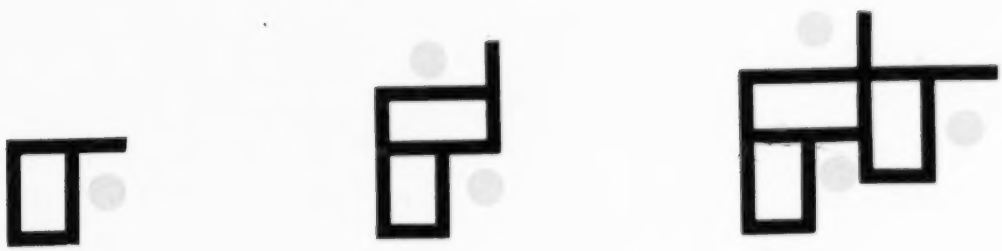
A carefully planned program will provide for optimum use of equipment presently available and, at the same time, allow sufficient flexibility to make use of innovations as soon as they have demonstrated their worth in the improvement of instruction. For example, the state of the art regarding dial access installations is such that no general recommendations are made.

All schools must anticipate expanded inventories of equipment for individual use. The equipment listed in these guidelines is a minimum recommendation, and schools should feel free to expand in those areas where their particular needs are greatest.

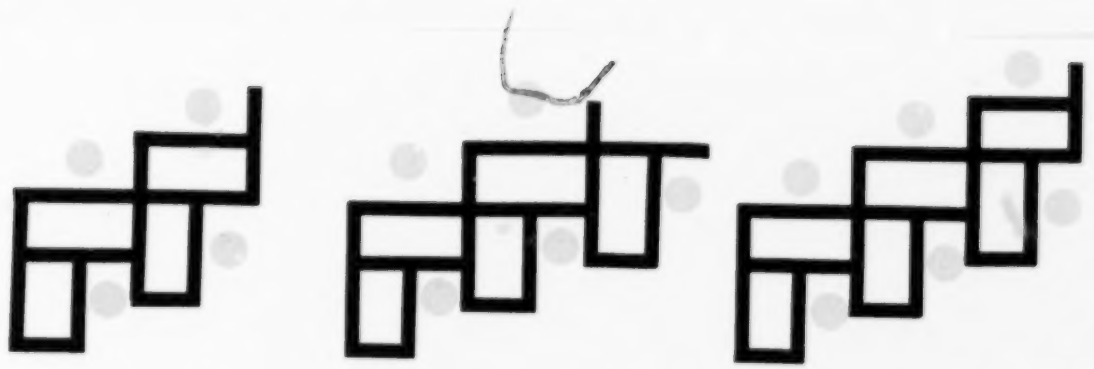


	Phase I	Phase II	Phase III
16mm projectors	1 per 10 teaching stations plus 2 in media center	1 per 4 teaching stations plus 2 in media center	1 per 2 teaching stations plus 5 in media center
8mm self-threading reel-to-reel or film loop projectors* (if materials are available)	5 available per media center	1 per 3 teaching stations plus 15 in media center	1 per teaching station plus 15 in media center
2 x 2 slide projectors* remotely controlled	1 per 10 teaching stations plus 1 in media center	1 per 5 teaching stations plus 2 in media center	1 per 3 teaching stations plus 5 in media center
Filmstrip or combination filmstrip-slide projectors	1 per 10 teaching stations plus 1 in media center	1 per 5 teaching stations plus 1 in media center	1 per teaching station plus 4 in media center
Sound filmstrip projectors	Combine available filmstrip projector with record player or tape	1 per 10 teaching stations plus 1 in media center	1 per 5 teaching stations plus 2 in media center
10 x 10 overhead projectors	1 per 2 teaching stations plus 2 in media center	1 per teaching station plus 2 in media center	1 per teaching station plus 4 in media center

	Phase I	Phase II	Phase III
Opaque projectors	1 per floor plus 1 in media center	1 per floor plus 2 in media center	1 per floor plus 2 in media center
Filmstrip Viewers* (AC and/or battery)	1 per 2 teaching stations plus 1 in media center	1 per teaching station plus 1 per 2 teaching stations in media center	3 per teaching station plus 1 per teaching station in media center
2 x 2 Slide Viewers* (AC and/or battery)	1 in media center	1 per 5 teaching stations plus 1 in media center	1 per teaching station plus 1 in media center
TV, minimum 23" screen (when programs are available)	1 per floor on cart	1 per teaching station where programs are available plus 1 in media center	
Micro-projectors	1 per department where applicable *only* if recommended by science department		
Portable PA System	1 per media center	1 per physical education department plus 1 per media center	
Record Players	1 per 15 teaching stations plus 1 in media center;	1 per 10 teaching stations plus 2 in media center;	1 per 5 teaching stations plus 2 in media center;
	Stereo equipment in music department		



	Phase I	Phase II	Phase III
Audio tape recorders (reel-to-reel)	1 per 7 teaching stations plus 1 in media center;	1 per 2 teaching stations plus 2 in media center;	1 per teaching station plus 2 in media center;
	When new equipment is purchased, stereo should be considered		
Audio recorders* or playback units (cassette)	1 per 5 teaching stations	1 per teaching station	
Listening stations*	Portable listening station with 6 - 10 sets of earphones at a ratio of 1 per 15 teaching stations (plus 1 in media center suitable for use with record player, tape recorder, or motion picture projector)	Same as Phase I at a ratio of 1 per 10 teaching stations plus 1 in media center; 1 set earphones per each piece of audio equipment for individual use	As required by instructional program
Projection screens	One permanently mounted screen per teaching station, plus portable screens as needed; no screen smaller than 70 x 70 with keystone eliminator		
Radio receivers, AM-FM	1 in central distribution center, 1 per foreign language area plus 1 in media center	1 in central distribution center plus 3 per media center	



	Phase I	Phase II	Phase III
Micro-readers, some with Microfiche Attachment only if materials are available	1 per media center	Equivalent of 1 per 10 teaching stations to be located in media center	Equivalent of 1 per 5 teaching stations to be located in media center
Micro-reader Print	1 per media center, only if materials are available		
Projection Carts	1 per portable piece of equipment, purchased at the same time equipment is obtained; all carts should be complete with 20′ electrical assembly and should be of following sizes: 42″ for use with motion picture, filmstrip, and slide projectors 34″ for use with opaque, filmstrip, and slide projectors 26″ for use with overhead projectors, record players, and tape recorders 16″ for use with overhead projectors (teacher seated) 24″ for use with small overhead 42″ - 54″ for use with television receivers		
Video tape recorders	Available in district	1 per building	1 per 5 teaching stations with a minimum of 2 per building
Wireless microphone	1 per video tape recorder	1 per building necessary when producing video tape with multiple cameras	

*Equipment employed in Audio-tutorial System. As the use of the system increases, the amount of this equipment will increase significantly.

Items for Special Consideration

Large Group Instruction

If a large group instruction area is used, the following equipment may be considered:

- Student-teacher response system
- Rostrum with remote controls for room darkening, equipment operation
- Large wall screen, electric, 12 x 12
- Equipment for rear screen projection
- Public address system
- Telephone jacks for use with teleiecture and telewriter system; may also be installed in selected rooms throughout the building

Building Facilities

The following should be available throughout the building:

- All buildings should be equipped with a master antenna and closed circuit TV distribution system which will provide a standard 1,000 microvolt color quality signal in each instructional center from an ETV station in your area. The distribution system should permit insertion of a program from any classroom. The installation specification should be approved by the state ETV network engineer. The "head end" should permit insertion of video tape recorded programs and audio signals from AM and FM tuner. The system should include provisions for possible building expansion.

Equipment Needed for Local Production

Phase I

Drymount press and tacking iron
Large paper cutter
Spirit duplicator
Thermal copier
35mm camera
Copy lens
Strobe flash
Copy stand and light
Simple copy camera (Ektographic)
Instamatic camera with case
8mm or 16mm camera*
Equipped darkroom
Large type typewriter
Tape-film splicer
Film rewind
Mechanical lettering device
Manual lettering kit
Work table
Drawing board
Transparency production kit
2 x 2 slide sorter
Tools for repair
Storage and check-out facilities

Phase II

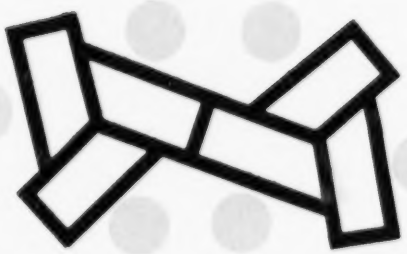
Polaroid camera
35mm viewer
Light board
Diazo copier
Photocopier
Slide reproducer
Slide file
Mimeograph
Stencil cutter
Bulk tape eraser
Refrigerator for storing chemicals and film

Phase III

Headliner
Copy camera
Offset press
Audio duplicator*
Reel-to-reel
Cassette

*Dependent upon size of school district and availability from district or regional media center.

Furnishings



Standard library furniture from a reliable manufacturer should be considered for initial purchase. When facilities are expanded, additional furniture of the same style can be obtained, thus preserving a unified, pleasing appearance.

Card Catalog

Capacity estimate—1,000 cards per drawer—5 cards per item
- Drawers ..... in units of 15, 30, or 60
- Solid base preferred for 60-drawer units

Charge Desk Units

*Book return	*Cupboard
Card file	Desk
*Charging	Open shelf
Corner display	

- Depth ..... 26″
- Height ..... 39″
- Width ..... 30″ - 36″

Shelving

Capacity estimates (no shelving over 2/3 full)

Number of books per 3-foot when full:
- Books of average size 21
- Reference books 18

Periodical shelving
- Depth of shelves, straight across ..... 12″
- Depth of shelves, slanting ..... 16″
- Depth of shelves, storage ..... 12″ - 15″
- Height of unit ..... 60″, 72″, 84″

Reference shelving
- Depth of shelves ..... 12″
- Height of unit ..... 42″
- Space between adjustable shelves ..... 14″ - 16″

Supplemental books
- Depth ..... 8″, 10″, 12″
- Height of unit ..... 5′ - 7′
- Height of counter section ..... 42″
- Space between adjustable shelves ..... 10″ - 10½″
- Thickness of shelf ..... 13″ - 16″

Shelving (continued)
- Width of section on centers ..... 3′

Tables (variety of height)

Carrels
- Depth of desk ..... 24″
- Height of desk ..... 29″
- Width of desk ..... 36″

Tables

Rectangular
- Height ..... 26″ - 29″
- Length ..... 60″, 72″, 90″, 120″
- Width ..... 36″

Round
- Diameter ..... 48″ - 60″
- Height ..... 26″ - 29″

Square
- Height ..... 26″ - 29″
- Length ..... 42″
- Width ..... 42″

Workroom Furniture

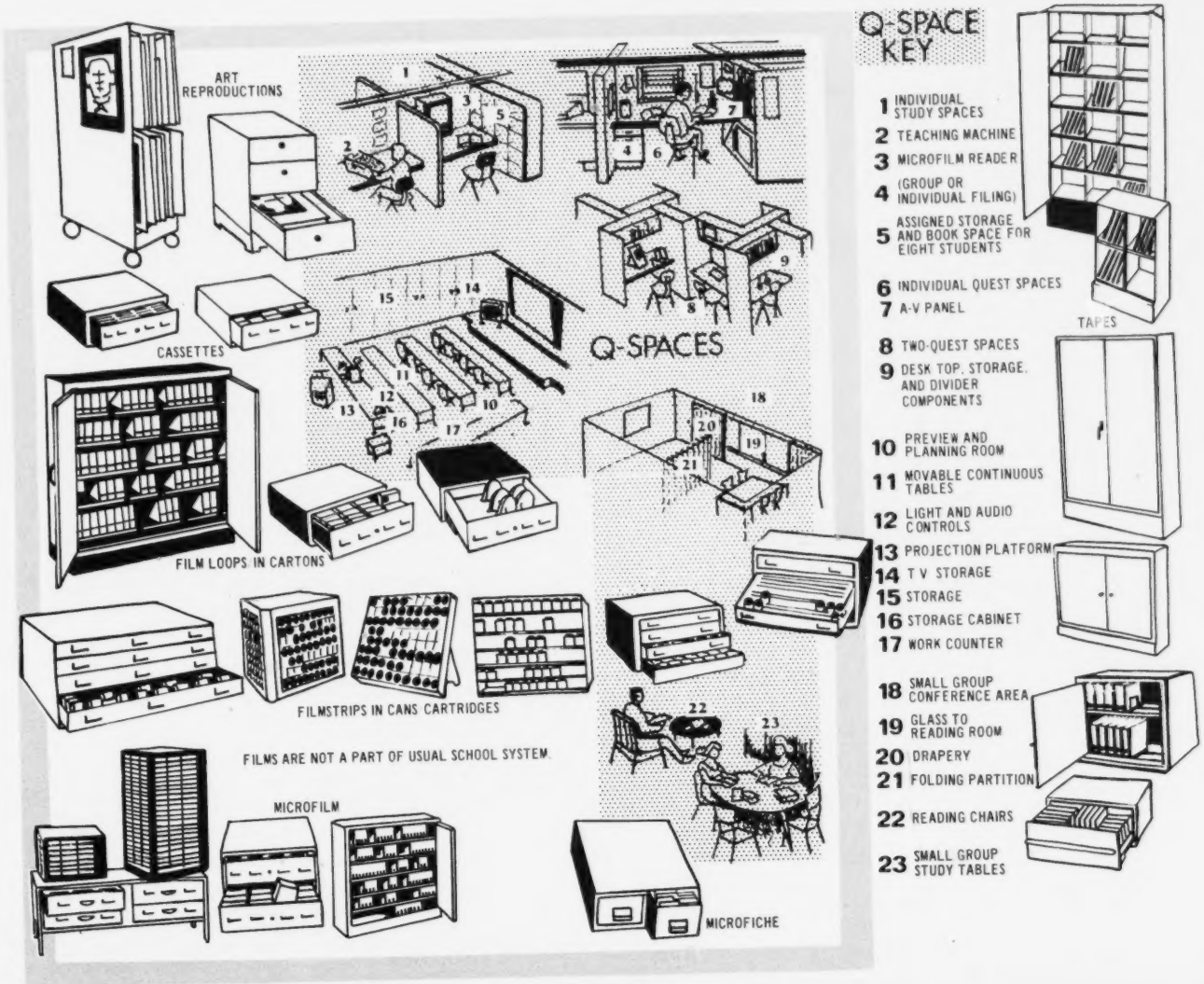
Shelving
- Height ..... 6 shelves or 80″

Tables
- Sitting height and standing height

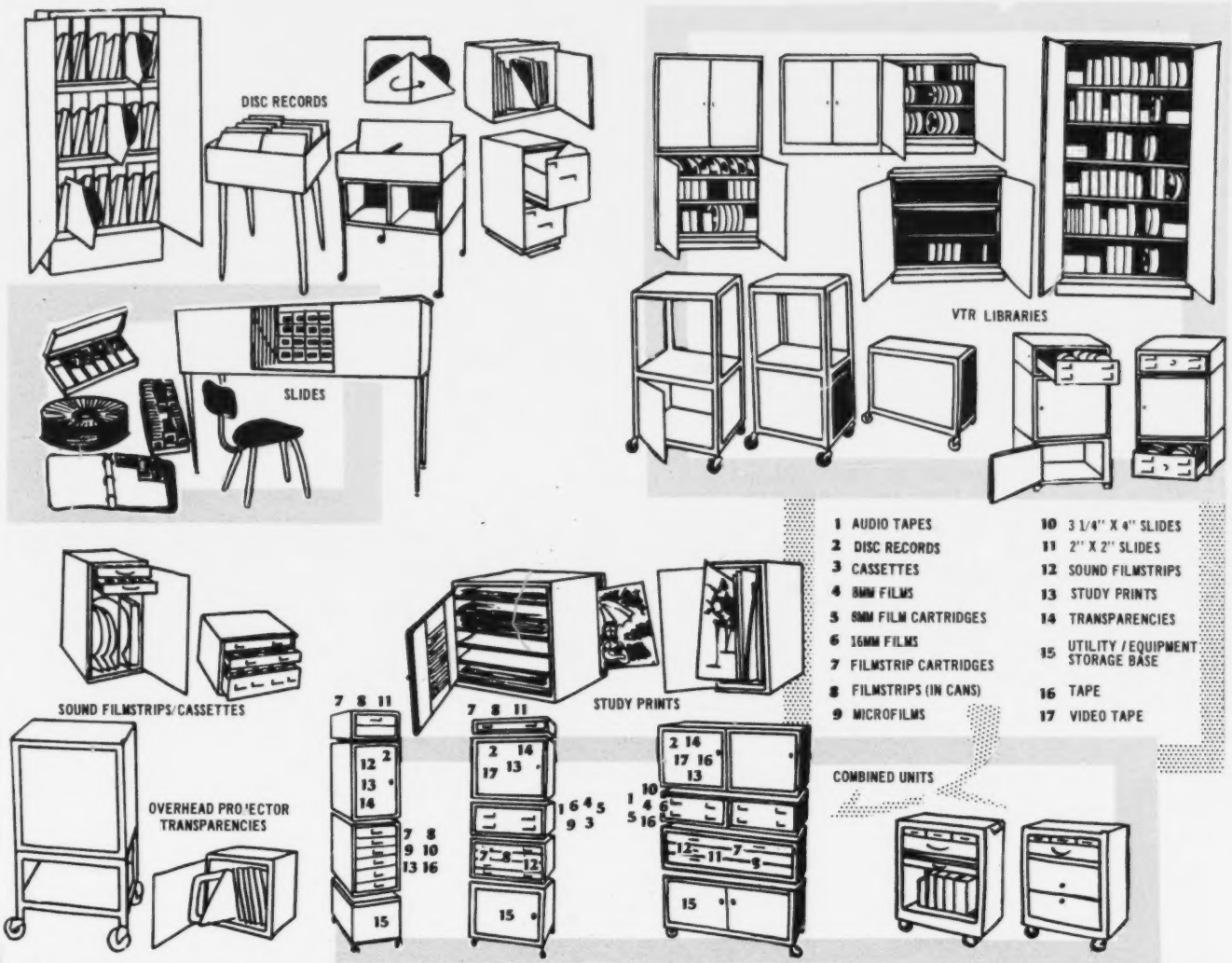
Other Furniture

Atlas stand
Book trucks (shelved; with descending platform)
Catalog reference tables (standing height)

Desk	Newspaper rack
Dictionary stands	Periodical index table
Exhibit case	Seating (lounge; study)
File cabinets	Swivel chairs (desk; high)


ART REPRODUCTIONS
CASSETTES
FILM LOOPS IN CARTONS
FILMSTRIPS IN CANS CARTRIDGES
FILMS ARE NOT A PART OF USUAL SCHOOL SYSTEM
MICROFILM
MICROFICHE
Q-SPACES
Q-SPACE KEY
1 INDIVIDUAL STUDY SPACES
2 TEACHING MACHINE
3 MICROFILM READER
4 (GROUP OR INDIVIDUAL FILING)
5 ASSIGNED STORAGE AND BOOK SPACE FOR EIGHT STUDENTS
6 INDIVIDUAL QUEST SPACES
7 A-V PANEL
8 TWO-QUEST SPACES
9 DESK TOP, STORAGE, AND DIVIDER COMPONENTS
10 PREVIEW AND PLANNING ROOM
11 MOVABLE CONTINUOUS TABLES
12 LIGHT AND AUDIO CONTROLS
13 PROJECTION PLATFORM
14 T V STORAGE
15 STORAGE
16 STORAGE CABINET
17 WORK COUNTER
18 SMALL GROUP CONFERENCE AREA
19 GLASS TO READING ROOM
20 DRAPERY
21 FOLDING PARTITION
22 READING CHAIRS
23 SMALL GROUP STUDY TABLES
TAPES

retrieval


DISC RECORDS
SLIDES
VTR LIBRARIES
SOUND FILMSTRIPS/CASSETTES
OVERHEAD PROJECTOR TRANSPARENCIES
STUDY PRINTS
COMBINED UNITS
1 AUDIO TAPES
2 DISC RECORDS
3 CASSETTES
4 8MM FILMS
5 8MM FILM CARTRIDGES
6 16MM FILMS
7 FILMSTRIP CARTRIDGES
8 FILMSTRIPS (IN CANS)
9 MICROFILMS
10 3 1/4" X 4" SLIDES
11 2" X 2" SLIDES
12 SOUND FILMSTRIPS
13 STUDY PRINTS
14 TRANSPARENCIES
15 UTILITY / EQUIPMENT STORAGE BASE
16 TAPE
17 VIDEO TAPE

Budget

An annual budget is necessary to maintain an up-to-date collection of materials for the media center. In general, expenditures for non-print materials should equal those for printed materials. Capital outlay funds should be appropriated for an initial materials collection and for an initial equipment inventory. Sufficient capital outlay will be necessary for materials and equipment to reach each phase.

	Phase I	Phase II	Phase III
Materials	3 percent of the national average for per pupil operational cost* as annual per pupil expenditure to maintain an up-to-date collection of materials in the media center; sufficient supplemental capital outlay to reach Phase I	5 percent of the national average for per pupil operational cost* as annual per pupil expenditure to maintain an up-to-date collection of materials in the media center; sufficient supplemental capital outlay to reach Phase II	6 percent of the national average for per pupil operational cost* as annual per pupil expenditure to maintain an up-to-date collection of materials in the media center; sufficient supplemental capital outlay to reach Phase III
Equipment	Sufficient yearly capital outlay to provide for reaching the equipment goals of each phase; additional yearly capital outlays for replacement of worn-out equipment and a provision for maintenance of equipment		
Supplies	Sufficient yearly allocations to provide adequate quantities of print and non-print supplies for operation of the media center		

*The 1969-1970 national average expenditure per pupil in average daily attendance for elementary and secondary schools was $766, as stated in *Estimates of School Statistics, 1969-1970* (Research Report 1969-R15), National Education Association, Washington, D.C., 1969.

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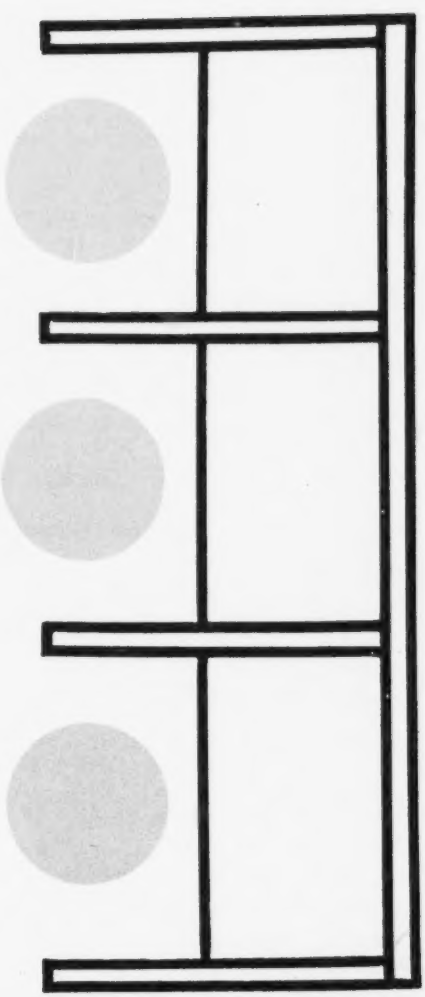

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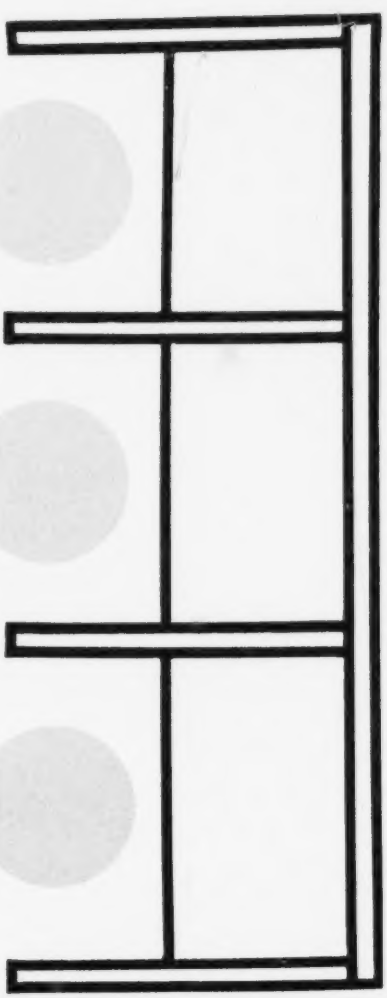

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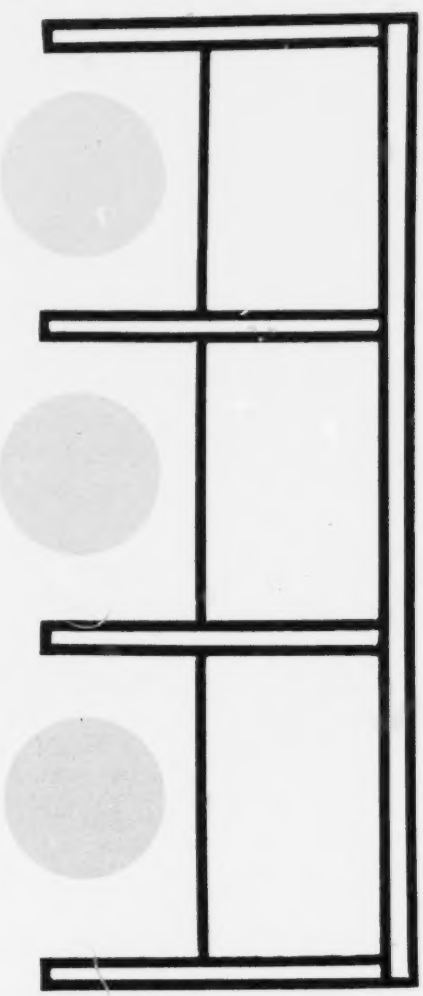

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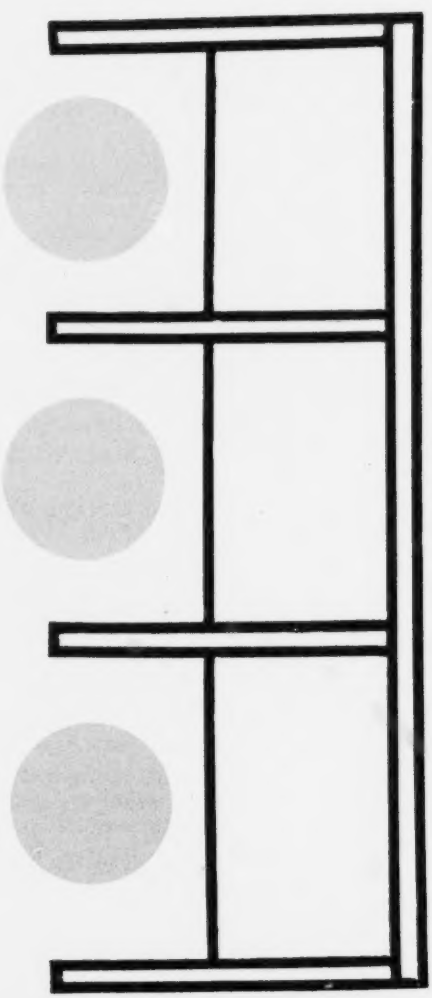

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Educational Technology. 456 Sylvan Avenue, Englewood, New Jersey 07632. Monthly, $18.

Educational Television, C. S. Tepfer Publishing Company, Inc., 140 Main Street, Ridgefield, Connecticut 06877. Monthly, $8.

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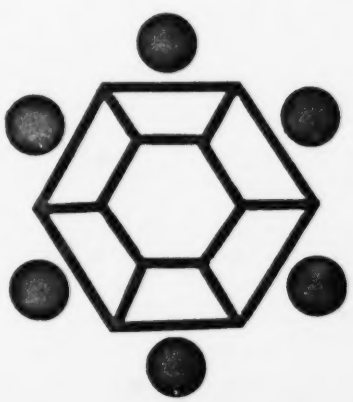
Art work and layout ..... Vicki Carver
Illustrations on pp. 24-25 ..... Beulah Barber

Price $.50 per copy. Order from Publications Section, Department of Public Instruction, Grimes State Office Building, Des Moines, Iowa 50319.



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